EVOLUTION OF INDIAN EDUCATION SYSTEM FROM THE ANCIENT PERIOD TO MODERN TIME

A
SYNOPSIS

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Chapter – I
Introduction

● **Introduction:** Education is a platform in which young generations are trained and make them future-ready. Education provides knowledge and skills which help the person to be employable. The Indian education system is very popular and diversified among other countries' education systems due to its change in the evolution from ancient to the modern education system. During the ancient and medieval periods of education, students were trained by teachers in such a manner that they can survive and live in that era. After independence, there is a tremendous growth in the Indian education system providing teaching and training in all aspects, but it does not satisfy the global demands of the market.

Education should aim at making human life better not only through economic upliftment of individual but also through social, moral and spiritual strengthening. This will not only improve human life but also realize the "higher truth" i.e. "Tamaso Ma Jyotirgamaya" from darkness to light. Thus education is not only a way of earning but it also helps to develop human personality with skills, values, morals and enhancement of different attributes of man. So education is a vital means for the potentialities of a human being to emerge in a positive direction so that a man can live in society with full of dignity . "[Education's] central aim is the building of the powers of the human mind and spirit, it is the formation, or, as I would prefer to view it, the evoking of knowledge and will and of the power to use knowledge, character, culture,—that at least if no more" . True and living education helps to "bring out to full advantage, makes ready for the full purpose and scope of human life that is in the individual man, and which at the same time helps him to enter into his right relation with the life, mind and soul of the people to which he belongs and with that great total life, mind and soul of humanity of which he himself is a unit and his people or nation a living, a separate and yet inseparable member". A truly Integral Education should have three central aims:

a)for an individual, it is growth of the soul and its powers and possibilities, b) for the nation, the preservation, strengthening and enrichment of the nation-soul and its Dharma, c) to raise both the individual and nation into powers of the life and ascending mind and soul of humanity. "And at no time, will it lose sight of man's highest object, the awakening and development of his spiritual being".

The emphasis on body, heart, mind and spirit in the educational process is most visible one. As Cenkner quotes Gandhi—"Man is neither mere intellect, nor the gross animal body, nor the heart or soul alone. A proper and harmonious combination of all the three is required for the making of the whole man and constitutes the true economics of education". Gandhi also emphasizes the cultivation of the heart and refinement of human emotions and impulses. "True education is that which cultivates the soul or the spirit, and leads ultimately to the full and complete development of man's body, mind and spirit…Literacy then is not the primary goal of education: it is the cultivation of character, and the development of the spirit; it is the education of the heart not the head"

In Ancient India from the Vedic Age education was regarded as a source of "Illumination", giving a person a correct approach for leading a successful and honourable life. The ancient Indian educationists have regarded education as an agency of improvement. But in Modern India, education is the process of facilitating learning or the acquisition of knowledge, skills, value, beliefs and habits. Today‟s educational methods include group discussion, debates, discussion, teaching, training and research. In words of Vivekananda "Education is the manifestation of divine perfection already existing in man". Mahatma Gandhi has said "By education I mean all round drawing out of the best in child and man, body, mind and spirit." It‟s strange; the one which causes revolution, itself has gone through many revolutions. Education in India and its spectra was influenced by the dynasties that governed the Indian cultural for periods.

The period under the medieval India comes from about the 10th century A.D. to the middle of the eighteenth century, i.e. before the British rule. During this system, the Muslim system of education was predominant. Mahmud Ghaznavi invaded the country and established a large number of schools and libraries in his own country by the looted wealth. Later on when the Muslim rulers established permanent empire in India, they introduced a new system of education. Consequently, the ancient system of education was greatly changed. In fact, the education of the Muslim period was much inferior than that of the Hindu period. No Muslim ruler except Akbar did commendable works in the field of education. Education in medieval India was a domain that was limited to a few to a large extent, who were involved in the management of transmission, it was something technically that was within the reach of everyone. The rise of Mohammedanism is one of the most remarkable events in the history of the world.

The entire history of India underwent transformations with the rise of Mohammedanism. The Mohammedan invasions in India took place from the beginning of the eighth century A.D. The Arabs and the Turks introduced most of the new customs, cultures and institutions within the country. Out of these, one of the most remarkable was the Islamic pattern of education, which was different to a major extent from the Buddhist and the Brahmanic systems.

The transformations that were brought about in the system of education since the ancient times is a reflection that there have been changes and transformations in the social contexts. The system of education in medieval India primarily focused upon Islamic and the Mughal system. The new social realities, particularly the interplay between the democratization of education, emergence of knowledge society and globalization had a large influence upon the educational processes of all societies. In making an attempt to meet with all the challenges and problems, the country also took into consideration, the international dimension of education. National needs and expectations of the international community may seem to have conflicting interests, but the receptivity of change within the country has led to their complementarities. An analysis of the changing conditions reveals that most of these changes are likely to permeate through the educational policies of the next few decades.

India holds a leading position in the world in education field from audient times. Looking at the thoughts of Bhartiya scholars on Bhartiya education system it can be said that Bhartiya education has been superior in the world ancient times, and opinions of world famous thinkers and scientists also confirm this fact. According to Dr. F.W. Thomes in his book. “The History and Prospects of British Education” according to marks muller in his book – “India : what can it teach us, “ according to Eelin plunert in his book “calendars and constellations”, according to Lancelot Hogen in his book “ Mathematics for the Millions” the Bhartiya education has been very much appreciative. Moreover, Albert Einstein, Arnold Toyambi, P. Johnston, will Durat, Sharpener and other gream won have said that ancient Bhartiya education was of high order and the best all over the world.

Today India is moving towards being a great powerful nation. India has world class educational Institutions. Some people believe that today’s education system is a gift from Britishers. But this cannot be accepted. Had the Britishers made Bhartiyas education system? India’s ancient education would not have been appreciated by the great leaders and thinkers of the world.

India’s ancient and bright heritage is responsible for development and good quality of Bhartiya education. The investigator of this study has made an attempt to focus on the factors of ancient Bhartiya education which can be seen even today and how they influence the prevalent Bhartiya education. Besides, he has highlighted those things of ancient Bhartiya education which can be adopted in the prevailing Bhartiya education.

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Taxila was the earliest recorded centre of higher learning in India from at least 5th century BCE and it is debatable whether it could be regarded a university or not. The Nalanda University was the oldest university-system of education in the world in the modern sense of university. Western education became ingrained into Indian society with the establishment of the British Raj. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the State Government. India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. The private education market in India is merely 5% although in terms of value is estimated to be worth $40 billion in 2008 and will increase to $68–70 billion by 2012.

However, India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate. The quality of education whether at primary or higher education is significantly poor as compared with major developing nations. As of 2008, India's post-secondary institutions offer only enough seats for 7% of India's college-age population, 25% of teaching positions nationwide are vacant, and 57% of college professors lack either a master's or PhD degree. As of 2011, there is 1522 degree-granting engineering colleges in India with an annual student intake of 582,000, plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education. In India education system is not based on pure merit, but it’s based on caste based reservations.

In universities/Colleges/Institutions affiliated to federal government there is minimum 50% of reservations applicable to various castes. At state level it varies. State of Andhra Pradesh has 83.33% of reservations as on 2012, which is highest percentage of reservations in India. So the state is popularly known as the state that killed merit.

● **Background of the Study:** Historical Background Ancient India had been the land of inventions and innovations. India can boast of the establishment of the world's first university in 700 B.C. More than 10,500 students all over the world studied more than 60 subjects in Takshashila University. Aryabhatta, the Indian scientist, invented the digit zero. Place value system and the decimal system were developed in India in 100 B.C. The value of "pi" was first calculated by the Indian Mathematician Budhayana, who also explained the concept of Pythagoras theorem. Trigonometry, algebra, calculus studies were originated in India; Shridharacharya used quadratic equations in the 11th century. Bhaskaracharya calculated the time taken by the earth to orbit the sun hundreds of years ago, even before the astronomer Smart.Aayurveda was the earliest school of medicine known to the mankind. The father of the Aayurved medicine Charak, consolidated Aayurveda 2500 years ago Finally, Yoga and Pranayam for the physical fitness and mental peace are the universal gift of India to the entire human civilization.

The education system of ancient India was culturally and spiritually enriched and advanced. The foundation of ancient education system was religion. As religion played predominant part in the education system, the ultimate aim of the same was to seek "moksha" "Savidhya ya Vimuktaye" The temples and the community centers formed the role of schools. Sanskrit was considered to be the mother of many languages and sciences was also the language of learned men and the language of teaching. Later, the Gurukul system of education came into existence. The Gurukuls were the traditional Hindu residential schools of learning, which were usually the teacher's house or a monastery. The formal admission ceremony was known as 'Upanayana'. With the accomplishment of this ceremony, the child had to leave his home for the 'ashrama' or the Gurukul, where he would receive education. At the Gurukuls, the teacher imparted knowledge on various aspects of the religion, the scriptures, the philosophy, the literature, the warfare, the statecraft, the medicine, astrology and the history. Even though the education was free, the students from well-to-do families paid the Gurudakshina, which was a voluntary contribution after the completion of their studies. This system was considered as the oldest and the most

effective system of education. In ancient days, the sages and the scholars imparted education orally, which was passed orally from one generation to another. Students acquired education through listening, which was known as ‘shruti’, and they were supposed to memorize the same, which was known as ‘Smriti’. The second stage was 'Manana', in which they have to make their own inferences and assimilate the lesson taught by their teacher into the life. The third stage 'Nidhyasana' meant complete comprehension of truth and its use in the life. It was mainly the Brahmins followed by Kshatriyas, who received education at the Gurukuls, while the boys from the lower caste learnt their family trade from their fathers. After the development of letters, it took the form of writing using the palm leaves and the barks of trees. This also helped in spreading the written literature. Ancient Indian civilization contributed very intensively and extensively to different aspects of knowledge and various fields of teaching and enhanced the horizons of human civilization.

In ancient India, women were given equal right to education and teaching. Women seers like 'Gayatri' were prominent participants in educational debates and the proceedings of the 'Parishads'(Assemblies).The Rugveda mentions female poets called brahmavadinis, specifically Lopamudra and Ghosha. By 800 BC women such as Gargi and Maitreyi were mentioned as scholars in the religious Upnishads.

The modern education was introduced during the British empire. In the 1830s Lord Thomas Babington Macaulay introduced the English language. The subjects and the syllabus were limited to some extent, the main aim of modern education of the British was to spread Christianity. As time passed education started to develop and entered into the modern era that is in the twenty-first century, the era of science, technology, and innovations. And the demand and the need for education stills remain the same as it was in ancient and medieval times. In the modern era of science and technology, the industrial sector is increasing day by day. As demand increases our education sector also needs to change and adapt to that environment.

- **Statement of the Problem:** Education is training in logical thinking that helps future generations adjust to the ever-changing environment. It is not merely teaching knowledge in a certain faculty or subject or making one fit for gaining jobs or performing well in exams. It also entails clearing the mind, purifying the soul, and realizing one's own self. The quality of education has a significant impact on the quality of labour available for social advantages. There is a greater need to consider India's old educational system. When we look back on our history,

we shall be proud of ourselves as Indians (Ramanui Mukherjee (2013). We knew mathematics, we deduced theorems, we discovered planets, we computed the distance between the sun and Earth thousands of years ago, as well as the distance between Earth and many other planets, and so on. But how did India become so powerful? How did you manage to acquire such knowledge? Our strong educational system, according to the report, was the basis for this. Ancient India's education system was a significant one; the concept of education in ancient India was grand, noble, and lofty. Its goal was to provide "training for wholeness of life" and to shape the character of men and women for life's battles. Swami Vivekananda said that education was for "man-making and character building" The advancement of technology has resulted in a significant improvement in quality of life. Young people must understand how to use technology to share information and culture. Education should be delivered in a tranquil, clean, and natural setting, away from towns and villages. In the realm of education, the Indian constitution has recognized the idea of equality. As it was in ancient times, today's education trains pupils for their future careers. Vocational subjects must be incorporated in the curriculum, but much work has to be done in order to attain the desired result. The Indian education system faced a lot of changes during three period's i.e ancient period, mediaval period and modern time. Hence the researcher has entitled his topic "Evolution of Indian Education System from the Ancient Period to Modern Time".

● **Significance of the Study:** In the modern era, industries and technology are increasing day by day. Every industry sector is looking for a person who best suits their industry. With the ever-increasing demand for industrial sectors, our current education system also needs to be upgraded. In universities, students are learning just for competing with each other to come first, no practical knowledge is gained. There is a lot of pressure and burden of work and studies on them, due to this student are committing suicide. Our education system needs to learn from ancient and medieval education system regarding the implementation of practical knowledge, student-teacher relations, ways of life student lived in that age, the contribution of kings towards the education, there was no stress laid on students and much more. The future of industries and commercial sectors will be very tough and ever demanding, so our government has to provide such an education system which will bring all-round development in students and make them future-ready and also teach them to live in any critical situation.

The best practices of ancient education system can be implemented in modern education system. The aim of modern education is also building character, spiritualism and philosophy rather than wealth and leads a simple life. However, the cordial relationship between a teacher and student is missing due to numerous problems that educational environment has encountered. The study of Sanskrit language, spiritual and religious aspects needs to be given due care to preserve it because it is enriched by the sense of peace, humanity, brotherhood. The level of education is one of the major indicators of welfare, prosperity and security of people in any society. Education is a process by which individuals are equipped with the skills of everyday life. More than a mere system of imparting and acquiring knowledge, education is regarded as an attempt to transmit the cultural norms of the group to its younger members. Today, India is not innovative, India was the country of innovation. Today because of collaboration, invasion, industrialization & privatization, India has lost imagination & the power of innovation. Schools, universities producing clone teach them western values, western literatures, western math, western heroes, these children are becoming totally American or Brithish colonial and totally have lost themselves. First quality of Indians is to know about their culture, their own heroes, Kalidasa was greatest poet ever in the world but our children are not aware about him. They should study about contemporary Indian philosophy. Greatest books like - foundation of Indian culture, the life devine, syntheses of yoga should be the part of our curriculum. So, children could aware about their roots about their history, literature, & Indian heroes. Indian spirituality & Meditation are very valuable tools of knowledge should be incorporated in Indian education system. These are unique in the world so should be taught in school from kindergarten onwards. Abundant opportunities should be provided to the pupil for the development of his personality. The current educational system tries to achieve a pronounced success in connection with character formation, development of personality, and contribution to knowledge in all branches of learning as well as social wellbeing and material prosperity. The present Indian curriculum must evolve a special form of education whereby harmony will be established between materialism and Spiritualism; and human life so that headed towards greater perfection. Hence the study on Evolution of Indian Education System from the Ancient Period to Modern Time is significant enough.

Chapter – II
Review of Literature

●**Sharma et al, 2018** stated that the changing dynamics in education sector and shifting expectations for the learning environment require universities to examine teaching and learning practices. The forces of change in higher education system seem to be the need of the hour. However, universities are addressing this shifting landscape with a positive outlook. Change is the essence of progress and our education system requires major changes without which we cannot compete in the international market. We have a positive approach and will be able to reach high level of standard in Education.

●**Mangesh M, 2020** in the modern era, industries and technology are increasing day by day. Every industry sector is looking for a person who best suits their industry. With the ever-increasing demand for industrial sectors, our current education system also needs to be upgraded. In universities, students are learning just for competing with each other to come first, no practical knowledge is gained. There is a lot of pressure and burden of work and studies on them, due to this student are committing suicide. Our education system needs to learn from ancient and medieval education system regarding the implementation of practical knowledge, student-teacher relations, ways of life student lived in that age, the contribution of kings towards the education, there was no stress laid on students and much more. The future of industries and commercial sectors will be very tough and ever demanding, so our government has to provide such an education system which will bring all-round development in students and make them future-ready and also teach them to live in any critical situation.

●**Yadav, 2018** revealed that Indian spirituality & Meditation are very valuable tools of knowledge should be incorporated in Indian education system. These are unique in the world so should be taught in school from kindergarten onwards. Abundant opportunities should be provided to the pupil for the development of his personality. The current educational system tries to achieve a pronounced success in connection with character formation, development of personality, and contribution to knowledge in all branches of learning as well as social wellbeing and material prosperity. The present Indian curriculum must evolve a special form of education

whereby harmony will be established between materialism and Spiritualism; and human life so that headed towards greater perfection.

●**Dr. Ramakant Barua** concluded that India, in her glorious past, has understood that the greatness of a nation, its virility, its moral value, depend entirely on the system of education that is given to it. Ancient India furnished us examples of schools, universities, Brahmanic or Buddhist, which brought to this nation most glorious harvests – harvests fallen, alas! today into oblivion. Let us take such centers of culture as Taxila, Ujjain, and Nalanda. These universities where thousands of students came from all parts of Asia to drink at the source of learning – based their system of education on individual contacts between master and pupil, but the masters themselves were pupils in the great University of Life. What they gave to their students was the honey of their moral and intellectual experiences received through masters still more experienced in spiritual science, in the true knowledge of the laws of life. Do we not see the famous Chinese pilgrim, Hiuen-Tsang, coming to perfect himself at Nalanda in the study of Yoga-sastra, the knowledge of the laws of being? Did he not have, at Nalanda, the celebrated vision of the vicissitudes through which India would have to go? Thus, there passed through these universities great winds of free Spirit and free Intelligence which swept away the miasms of false conceptions, which formed real men, noble men, in whom joy sparkled. (Source: The Fragrance of India: landmarks for the world of tomorrow - By Louis Revel p. 99 - 114).Overall, you can see that India has changed a lot from the ancient times till now. It has developed many new things but one thing will never change and that is India's diversity. India has many languages and so many different religions, but you can still see the unity in the Indian people. The nation is developed modernly but its culture remains old.

Biswas, 2016 the education in medieval India was predominantly based on Muslim system of education. The main objectives of education focused upon religious education, extension of knowledge and propagation of Islam. The characteristics of education are, patronage of the rulers, absence of state control, significance of religion, significance of vocational education, following norms and rules, relationship between the teachers and students, individualized attention, educated teachers, discipline, and teaching assistance. It can be understood that in medieval India, there were many changes and transformations that took place in the system of education. The education system was free from all restrictions. There was great respect for women and girls, but there were not any satisfactory provisions made to promote education

among girls, belonging to the community. Education was limited to women, only belonging to upper and wealthy families. The main purpose of these changes and transformations was to generate awareness among the individuals in terms of the significance of education. Not only individuals, belonging to wealthy communities, but all the individuals, belonging to various categories and backgrounds should obtain access to education. Gradually, the system of education turned out to be more methodical and systematic, due to introduction of policies and strategies.

●**Chaudhari, 2012** Today's education is a gift from ancient Bhartiya education. Today we find various elements and things of ancient education in the prevalent education. The investigator has given a list of certain important elements which are not seen in prevalent education. Of these elements are introduced in education, the attempt made by the investigator will prove to be worth.

●**Patel, 2013** Improvement in the Indian system of schooling is an elephantine task and has become very important .What our students are learning now is mostly redundant .Syllabus needs to be skill based rather than mugging up of large chunks of theory .I am shocked to see that students even mug up mathematical sums before the exams. Learning by doing should be our primary focus and they need to be taught what is relevant .Invalid information in textbooks take away a lot of productive learning time .We also do not have any system in traditional schools to tap the talents of students apart from academic achievement as we lay so much importance on marks and grades.

●**Pandya, 2014** in prevailing times, the challenges faced by Indian education system are funding and infrastructure, rural education, curriculum design, development of distance learning programmes, universalization of education privatization and commercialization of education examination reforms, research and innovations etc. These are some of the above issues, which need to be addressed. Though there are disparities between the objectives and their implementation in education but still education system in India has come a long way and will continue to improve in the future. The strength of present education system is improvised adoptions in the fields of I.T, Engineering and Medical science. The present Indian education system may lag behind in inventions, but is very efficient in innovations. India produces a large numbers of software engineers and computer programmers. Similarly in Medical science,

various pharmaceutical and surgical methods are though invented in foreign countries, their improvised and generic versions are developed and offered to the society at a very cheaper rate.

●**Dr Kapil Dev, 2018** The best principles of ancient education can be incorporated into current schooling. Instead of wealth, the goal of modern education is to develop character, spiritualism, and philosophy, and to live a humble life. However, due to the multiple challenges that the educational environment has suffered, the cordial contact between a teacher and a student is gone. Because it is enriched by a sense of peace, compassion, and fraternity, the study of Sanskrit language, spiritual, and religious components must be given proper attention to maintain it. Education is one of the most important measures of a society's wellbeing, wealth, and security.

Chapter – III
Methodology

● **Method:** Since it is a descriptive study, the study mainly based on the secondary sources of data. Different books, articles and journals have been followed for the sources of information. Internet sources have also been used for required information. Different websites have also been browsed for the study.

● **Objectives:** The study has been conducted with the following objectives-

i. To study the ancient education system in terms of the aims of education, characteristics of education and means of education.
ii. To discuss the education system in the mediaeval period in terms of the aim of education, characteristics of education and the means of education.
iii. To study the present education system in terms of aim of education, characteristics of education.
iv. To study the need of transformation in the present education system.
v. To study the contribution of Bharatiya education in the present education system.

● **Hypothesis:** To fulfill the aforementioned objectives the researcher has hypothesized that the present Indian education system has evolved a lot as compared to the ancient and mediaval education system in terms of the aims of education, characteristics of education, means of education etc.

Chapter – IV
An Overview of the Ancient Indian Education

● **Introduction:** India has a rich tradition of learning and education right from the antiquity. These were handed over generations to generations either through oral or written medium. A single feature of ancient Indian or Hindu civilization is that it has been molded and shaped in the course of its history more by religious than by political or economic influences. The fundamental principles of social, political, and economic life were welded into a comprehensive theory, which is called Religion in Hindu thought. The total configuration of ideals, practices, and conduct is called Dharma (Religion, Virtue or Duty) in this ancient tradition. Indian culture is suffused thoroughly by religious values. The approach of our forefathers to life, their subtle analysis and codification of duties, all indicate their cherished spiritual values. Their political as well as social realities were not circumscribed within the narrow geographical bounds. Their attitude to life was characterized by width of vision and they identified their duty with devotion to the ideal of 'summum bonum' of mankind. Multi-dimensional progress of all mankind became the sole objective of her civilization. The ancient Indian polity, eschewing the imponderables of violence, friction and self- aggrandizement, was based on the principles of love, honourable conduct and good behaviour. Life had a definite aim, an ideal and the attainment of which was thought to transcend all material achievements. The educational evolution in ancient India was also founded upon this very ideal. Dr. R.K. Mukherjee said, Learning in India through the ages had been prized and pursued not for its own sake, if we may so put it, but for the sake, and as a part, of religion. It was sought as the means of self-realization, as the means to the highest end of life viz. Mukti or 2 Emancipation. Ancient Indian education is also to be understood as being ultimately the outcome of the Indian theory of knowledge as part of the corresponding scheme of life and values. The scheme takes full account of the fact that Life includes Death and the two forms the whole truth. This gives a particular angle of vision, a sense of perspective and proportion in which the material and the moral, the physical and spiritual, the perishable and permanent interests and values of life are clearly defined and strictly differentiated. Of all the people of the world the Hindu is the most impressed and affected by the fact of death as the central fact of life.

The individual's supreme duty is thus to achieve his expansion into the Absolute, his self-fulfillment, for he is a potential God, a spark of the Divine. Education must aid in this self-fulfillment, and not in the acquisition of mere objective knowledge.

- **Philosophy of Life in Ancient India**
- **Fundamentals of Ancient Indian Education**
- **Main Educational Centers and Universities in Ancient India**
- **Aims of Education**
- **Characteristics of Education**
- **Methods of Learning**

Chapter – V
Medieval Education

Introduction: During the eighth century Anno Domini (A.D) a huge number of Mohammadian invaded India. Mahmud Ghaznavi captured India and set up a large number of schools and libraries in the country by the looted wealth. Later Muslim leaders established their permanent empire in India; they brought a new system of education. The ancient education system was drastically changed. The Arabs and the Turks bought some new cultures, traditions, and institutions in India, in that the most remarkable change was the Islamic pattern of education which was different from the Buddhist and Brahmanic education system. The medieval age, education system primarily focused on the Islamic and Mughal System.

- **Aims of Education**
- **Characteristics of Education**
- **Methods of Learning**
- **Educational Institutions**
- **Advantages**
- **Disadvantages**

Chapter – VI
Present Education System

Many issues and evils have accompanied many developments in Indian society, including modernization, industrialization, urbanization, privatization, globalization, and the influence of western culture, resulting in a decline in ethical principles in the Indian school system. This system has increased literacy rates, but it does not aid in the development of educated people in society, and as a result, it does not produce perfect citizens in the country. The primary goal of Indian students has always been to obtain a degree, earn money, and advance in their careers without regard for ethical ideals or national pride. Today's Indian society is destined to face new and persistent issues. We see rampant corruption and a loss of ethical principles, as well as illegal activities, inhumane behaviour, indiscipline, rule-breaking, a lack of self-awareness, and immoral consumption, all of which are steadily destroying the structure of Indian society, nation, and the world. It is past time to determine the purpose of education as well as the fundamental causes of deteriorating social, moral, and spiritual values in the Indian educational system.

- **Contribution of Ancient Bhartiya Education in Prevalent Bhartiya Education**
- **Characteristics of the Present Education System**
- **Changes that Occurred in the Education System**
- **Advantages of the Present Education System**

Chapter –VII
Conclusion

Limitation of the Study: The study is limited to the following-

- ✓ Only three ages i.e. ancient, medieval and modern period have been focused
- ✓ Characteristics of the education system have been emphasized.

Educational Implication of the Study: The present study has some educational implications which are stated below-

- ✓ Concept of the ancient education system with reference to the means of education in the ancient period.
- ✓ Characteristics of the education system in the medieval period
- ✓ Reputed educational institutions in the mediaeval period
- ✓ Contribution of Bharatiya education
- ✓ Need of the transformation of the education system.

Conclusion: The best principles of ancient education can be incorporated into current schooling. Instead of wealth, the goal of modern education is to develop character, spiritualism, and philosophy, and to live a humble life. However, due to the multiple challenges that the educational environment has suffered, the cordial contact between a teacher and a student is gone. Because it is enriched by a sense of peace, compassion, and fraternity, the study of Sanskrit language, spiritual, and religious components must be given proper attention to maintain it. Education is one of the most important measures of a society's wellbeing, wealth, and security. Education is the process of equipping people with the abilities they will need in everyday life. Education is seen as more than a mechanism for transmitting and learning knowledge; it is also seen as an Endeavour to pass on the group's cultural values to its younger members. India is no longer an inventive country, but it once was. India has lost its inventiveness and innovation capacity as a result of collaboration, invasion, industrialization, and privatization. Schools and institutions that produce clones teach them western ideals, western literatures, western math, and western heroes, and these youngsters are becoming completely American or British colonial, and have completely lost their identity. The first feature of Indians is that they are conscious of their culture and heroes. Kalidasa was the greatest poet of all time, yet our children are unaware of

him. They should research current Indian philosophy. The best texts, such as Foundations of Indian Culture, The Divine Life, and Yoga Syntheses, should be part of our curriculum. As a result, youngsters will be more aware of their heritage, including their history, literature, and Indian heroes.

Indian spirituality and meditation are extremely valuable learning techniques that should be included in the Indian educational system. These are one-of-a-kind in the world and should be taught in schools beginning in kindergarten. Ample opportunities for the development of the student's individuality should be provided. The contemporary educational system aims for a high level of achievement in terms of character development, personality development, and contribution to knowledge in all fields of study, as well as social well-being and material prosperity. The current Indian curriculum must evolve a unique style of education that establishes harmony between materialism and spiritualism, as well as human existence, so that it progresses toward higher perfection. As a result, social traditions and rituals were preserved. Education has the potential to be a strong tool for moulding and reforming society. It is a method for determining the quality of manpower, which in turn leads to qualitative changes in society as a whole.

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